# DANCE KS3

#### How do we assess at KS3?

<u>Year 7 Baseline Assessment</u>: When students arrive in year 7 a baseline assessment will be undertaken in order to make an accurate assessment on each individual student's current level of ability in Dance.

**Each year 7 class will undertake the following baseline assessment:** Students will be required to perform a set dance sequence and work as part of a team to create movement material based on a visual stimulus. This will aim to assess student's performance and creative ability in Dance.

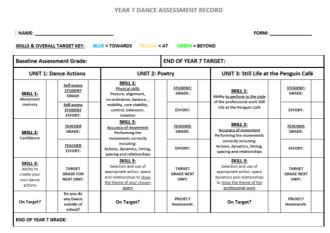
3	+	0	I can understand and demonstrate	0	I can vary my use of space and dynamics.	0	I can talk about skills and
			the meaning of my dance				techniques and how these are
	=	0	I can perform with control and	0	I can create a motif using a range of		shown in my work and other
			accuracy		actions, dynamics, space and		people's work
	-	0	I can perform with good timing and		relationships	0	I can discuss the ideas shown in
			spatial awareness	0	I can incorporate a range of different		Dance and explain how these could
					actions into a Dance		be developed
						0	I can describe how actions, space,
							dynamics and relationships are
							used to show a stimulus
2	+	0	I can perform a Dance with greater	0	I can select and link together simple	0	I can identify and describe actions
			control of my body and with		actions to create a short dance with a		in my own and others dances
			smooth, well-co-ordinated actions		strong starting and ending position	0	I can reflect on and evaluate my
	=	0	I can Dance using different		I can develop my work using simple		own work and other people's work
	- 1		pathways, working in a sequence		choreographic devices (eg. canon and	0	I can say how things can be
			with others, sometimes repeating		unison, direction, levels and repetition)		improved using Dance terms
			movements.	0	I can work confidently in a group		
	-	0	I can remember and perform short				
			dances				
1	+	0	I can Dance moving in different		I can make up a dance, linking	0	I can talk about ways to improve
			pathways using different speeds		movements		the Dance and suggest how this
			and directions		I can make up a Dance with a clear		could be done
	=	0	I can work well with a partner,		beginning, middle and end	0	I can identify different types of
	-1		small group and		I can copy a taught routine		Dance
			as part of the whole class		** =	0	I can talk about my work and other
	-	0	I can use my body to copy and				people's work
			repeat set movements				
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What happens next? Following the initial assessments students will be given a grade (1-9) for Performance and Choreography. A grading criteria has been created to allow students to monitor their progress from KS3-KS4. Assessment criteria for each grade (1-9) is indicated so that students can clearly see what they are doing well and what the next steps are in order for them to progress.

### **How is feedback monitored?**

A Dance assessment record is used:

- To allow students to <u>monitor their progress</u> in a formative way making reference to the grading criteria. They can check what they have to do to achieve the next grade up.
- To <u>create a dialogue</u> between students and teachers.
  Within Dance the most common form of feedback is through verbal discussions with individual students on a daily basis.
- To increase the awareness of grades and targets.
- Getting to know the students and their Dance achievements not only in school but outside of school.
- Monitoring student's commitments to extra-curricular clubs and rewarding dedication and commitment.



## Teacher feedback – Next Steps

This page shows you the areas you need to focus on to improve your work in each unit studied

UNIT 1: Dance Actions	UNIT 2: Poetry	UNIT 3: Still Life at the Penguin Caf
Be more confident in your abilities	Add more of your own dance ideas	Add more complex dance moves
Work on your movement memory	Make your movements flow more	Add more complex contact moves
Know the movements for yourself	Add more complex dance moves	Make sure every decision you make links
Make your movements flow better	Make sure every decision you make links	to your stimulus
Make your movements and timing	to your stimulus	Select key material from the profession
clearer, more accurate and controlled	Make your movements and timing	work and make it your own
Be more focused in performance	clearer, more accurate and controlled $\square$	Improve your team work skills
Add more expression and interpretation	Be more focused in performance	Work on adding your own interpretation
by adding more strength and enjoyment	Show mood & atmosphere by adding more	by adding facial expressions to show
into your piece	changes of emotion: scared, sad etc. $\square$	emotion
Work on showing the correct alignment	Make your structure clearer with a	Be more focused in performance
through your body	beginning, middle & end 🗆	Make your movements and timing
Work on interacting with the music	Interact with other performers more	clearer and more precise
more by picking out the highlights and	Use more choreographic devices such as	Make your work more structured by usi
performing to them	canon, unison, change direction, change	repetition, transitions and climax
Have more sensitivity to other dancers	the levels or use repetition	Make your movements flow better
around you	Think about changing the spacing by using	Think about the message you are tellin
Show more spatial awareness	a variety of formations and pathways in	when you are dancing
Develop your team work skills	your piece	Interact with other performers more
	Work on having clear lines through your	Use more variety in dynamics slow/ fas
	body	soft/ sharp and smooth/ jerky

#### What does assessment look like to a student?

Once students have received their baseline score they will set themselves a **target on a termly basis** linking to the teacher feedback sheet and making reference to the grading criteria. At the end of each term their target will be **reviewed**. This target may be carried on to the next term if they feel that they haven't quite achieved it or they may challenge themselves further by making their next target one that is higher up on the assessment criteria.